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| **Standards & Evidences** | **Emerging**  (Can do with much teacher guidance and prompting). | **Developing**  (Some guidance is needed but can do independently as well). | **Using**  (Can do consistently and independently.). | **Applying**  (Can apply skills and/or con­cepts to new and/or different situations with little guidance). |
| **Uses Senses to Observe** | Students can use the sense of sight to observe objects and events and sort these accordingly by properties and non-properties (i.e.: smooth, not smooth). With prompting students can observe using other senses and sort by more than one property.  Students are able to de­scribe 1 or 2 simple obser­vations and with guidance provide detail about their observations. | Students continue to use the sense of sight to observe and can use other senses with some prompting. Students can sort by more than one prop­erty with less guidance.  Students can compare and contrast objects and events ac­cording to a stated rule. With prompting can classify objects into groups.  Students are able to describe several observations and use some detail in their descrip­tions. | Students use more than one sense to observe with little guidance. Students can independently sort by more than one property and clas­sify objects into groups.  Students can often identify the rule for classifying.  Students are able to make more complex observations and consistently use detail in describing these. | Students consistently use more than one sense to observe ob­jects and events. Students can sort by more complex proper­ties and independently iden­tify and/or explain the rule.  Students may begin to make connections among multiple groups of objects and compare and contrast these.  Students are able to make numerous observations and describe these using careful detail. |
| **Communicates and Presents Learning** | Students can represent their learning with simple picto­rial representations. | Students begin to use more scientific language to describe observations.  Pictorial representations in­clude more detail. | Students use scientific lan­guage more consistently to describe observations and investigations.  Pictorial representations include detail and may include labeling. | Scientific language and vocab­ulary is used consistently.  Pictorial representations are de­tailed and include appropriate labeling. Students are able to represent numerous ideas and information. |